



SEND and Curriculum Provision Statement

At Eskdale Junior School we provide a broad and balanced curriculum for all children, using the National Curriculum as the starting point for our planning. We set suitable learning challenges and respond to the diverse learning needs of our pupils with special educational needs and/or disabilities, and all children are equally valued members of our school. We believe that all pupils should feel secure and supported, have opportunities to experience success and know that expectations of them are high.

Our school provides a secure and accessible environment in which all our children can flourish, and in which all contributions are considered and valued. Inclusion is a thread that runs through all of the activities of the school. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities and at times, and when it is felt appropriate, modifications to the curriculum may be implemented.

In order to successfully match SEND pupil ability to the curriculum we will:

- Ensure that all pupils have access to the school curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of, and sensitive to, the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and to allow them gain maximum access to the curriculum.
- Promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
 - Give every child the entitlement to a sense of achievement.
- Regularly review the policy and practice in order to achieve best practice.